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ABSTRACT

This publication presents information compiled from early childhood projects funded by the Office of Special Education Programs on resources that support the inclusion of children with special needs and their families in regular educational or community environments. These 113 resources can be used for a variety of purposes, including inservice education and public awareness, and by early childhood educators and faculty at institutions of higher education, day care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families. Each resource includes a brief description and order information. The guide lists the resources alphabetically by title; identifies the format of each resource as either print, video, or other; and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information. Each resource also is indexed by the name of the project or agency that developed it, with the individual author's name (when available) cross-referenced within the index. A resource submission form is provided. (CR)

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Resources Supporting Inclusion in Early Childhood

Third in a Series of Compilations of Resources on Inclusion Developed by OSEP-Funded Early Childhood Projects

Joan Danaher & Shelley deFosset, Editors

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NECTAS
National Early Childhood Technical Assistance System

EC 307785

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Joan Danaher &
Shelley deFosset,
Editors

NECTAS
National Early Childhood
Technical Assistance System
Chapel Hill, North Carolina

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with

Federation for Children with Special Needs
Georgetown University Child Development Center
Center on Disability Studies, University of Hawai'i at Manoa
National Association of State Directors of Special Education (NASDSE)
ZERO TO THREE: National Center for Infants, Toddlers and Families

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May 1999

Editors: Joan Danaher and Shelley deFosset
Principal Investigator: Pascal Trohanis
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Preface

For more than 25 years, the Office of Special Education Programs (OSEP), U.S. Department of Education, has provided funding to support innovation in research and practice for services to young children with special needs and their families. OSEP's competitive grant programs fund projects and institutes to demonstrate and disseminate successful innovations, among them projects supporting the inclusion of young children with special needs in community programs.

As states and communities continue to move toward meeting the requirements as well as the spirit of the early childhood provisions of the Individuals with Disabilities Education Act (IDEA), more materials and resources supporting inclusion are needed. Demonstration and outreach projects and research institutes have systematically developed and field-tested models and materials to meet these needs. This publication updates the second edition of *EEPCD Resources Supporting Inclusion*. It presents information about OSEP-funded early childhood project resources that support the inclusion of children with special needs and their families in regular educational or community environments. These resources can be used for a variety of purposes — including inservice education and public awareness — by early childhood educators and faculty at institutions of higher education, day care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families.

In the winter of 1999, NECTAS confirmed and updated the information in the second edition of *EEPCD Resources Supporting Inclusion* (1996), and invited projects to submit information about newly developed resources. NECTAS has not reviewed these resources and the listing of any resource in this publication does not imply endorsement by NECTAS or by the U.S. Department of Education.

The projects provided a brief description of and order information for their resource(s). Readers should contact the resource's distributor to obtain more detailed information about the resource and up-to-date order information. The Guide on pages vii through xiii lists the resources alphabetically by title; identifies the format of each resource as either print, video, or other; and categorizes each item as a resource for training, classroom curriculum, policy/administration, and/or general information. Each resource also is indexed by the name of the project or agency which developed it, with individual authors' names (when available) cross-referenced within the index (see pages 31 through 37).

The editors thank the numerous projects, groups, and individuals who contributed to this document. Its development is an ongoing project and we welcome information on new early childhood project resources supporting inclusion which may be included in any subsequent edition.

Joan Danaher and Shelley deFosset
Editors
May 1999

Guide to Early Childhood Project Materials Supporting Inclusion

——RESOURCE ——		FORMAT			——— CONTENTS ———			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
1	Access for All	X	X		X	X	X	X
1	AHEAD (At Home and At Daycare)	X			X			
1	An Activity-Based Approach to Early Intervention	X				X		
1	ACTTive Technology	X			X	X		
2	All About Me	X						X
2	Art Express	X				X		
2	The Arts in Early Childhood: A Springboard for Learning		X		X			X
2	ArtSpace and ArtSpace Curriculum	X		Software (Mac)		X		
3	Being a Kid: Supports and Services in Everyday Routines, Activities, and Places		X		X		X	
3	Best Practices in Integration (BPI): Training Manual, Guide, and Instructional Modules	X			X			
3	Bridging Early Services: A Community Plans Together		X		X	X	X	X
3	Bridging Early Services: A Guide for Service Providers	X			X	X	X	X
4	Bridging Early Services for Children With Special Needs and Their Families: A Practical Guide for Transition Planning	X			X	X	X	X
4	Building InterACTTive Futures	X			X	X		
4	Can i play too?		X		X			X
4	CASPER: Code for Active Student Participation and Engagement	X			X			X
5	Child Care Observation Guide	X						X
5	Child Care plus+	X			X	X		X
5	Child Care plus+: Curriculum on Inclusion for Early Childhood Professionals	X				X		

Continued

---RESOURCE---		FORMAT			----- CONTENTS -----			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
5	Child-Ready Checklist	X				X		
6	Choices: Opportunities for Life (English) and Opciones: Opportunidades Para La Vida (Spanish Translation)	X			X			X
6	Collaboration: Putting the Puzzle Pieces Together	X			X			
6	College Instructor's Guide: Infusing Information About Young Children With Exceptional Needs Into Child Development and Early Childhood Course Work	X			X			
6	Community-Based Integration	X					X	
7	Creating the Inclusive Preschool	X			X			X
7	The Creative Program Model	X	X	Overhead	X	X		
7	Developmental Ages for Skills Included on the Helpful Entry Level Skills Checklist	X				X		
7	Developmental Rainbow: Early Childhood Developmental Profile	X			X	X		X
8	Developmental Therapy — Developmental Teaching (3rd Ed.)	X				X		
8	Differentiated Teaching & Learning in Heterogeneous Classrooms: Strategies for Meeting the Needs of All Students	X			X			
8	Dimensions of Diversity: A Guide for Training and Recruiting Child Care Providers, Vols. 1&2	X			X			
8	Disability Awareness		X		X			
9	Early Intervention: Tailor Made	X						X
9	Emergent Literacy Instructional Program Series		X		X	X		

Continued

——RESOURCE——		FORMAT			——— CONTENTS ———			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
9	Emerging Literacy and Technology: Working Together	X				X		
9	Entering a New Preschool	X						X
10	Expanding the Accessibility of Toys	X				X		
10	Facilitating Inclusion in Community Settings	X				X		
10	A Family-Focused Approach		X		X			
10	First Step to Success: Helping Young Children Overcome Antisocial Behavior	X		Kit				
11	Foundations for Inclusion	X						X
11	Getting Together: A Head Start/School District Collaboration		X	Training manual	X		X	
11	Giving Our Children the Best		X		X			
11	A Great Place to Be Me	X			X			X
12	A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vol. 1	X			X			
12	A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vol. 2	X			X			
12	A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vols. 1 & 2 (Chinese Translation)	X			X			
12	A Guide for Training and Recruiting Child Care Providers to Serve Young children with Disabilities, Vols. 1 & 2 (Spanish Translation)	X			X			
13	A Health and Safety Checklist for Early Childhood Programs	X						
13	Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs	X			X			
13	Helpful Entry Level Skills Checklist	X				X		

Continued

RESOURCE		FORMAT			CONTENTS			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
13	Hospital to Home: A Guide for Transition Planners	X				X	X	
14	How Am I Doing? A Self-Assessment	X						X
14	Including All Children in Typical Child Care Settings	X	X		X			
14	Including Children With Disabilities in Accountability Systems	X		On-line		X	X	X
14	Inclusion Policies and Practices Self-Assessment for Early Childhood Programs	X			X			X
15	Inclusion: A Right, Not a Privilege	X				X		
15	Inclusive Schooling Practices	X			X			
15	Inclusive Services – Module for Inservice Training (Module 7)	X			X	X	X	X
15	INDAP	X			X	X		
16	Instructional Strategies Manual	X			X	X		X
16	Integrated Child Care: Meeting the Challenge	X			X	X		X
16	Integrated Therapies: Making Classrooms Available to ALL Children		X			X		
16	It's a Big Step: A Guide for Transition	X			X	X	X	X
17	It's Really No Different: Conversations With Caregivers		X		X			
17	Kids Included Through Technology are Enriched: A Guidebook for Teachers of Young Children	X			X			
17	The Learning Together Series	X	X		X			
17	Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking	X				X		
18	Let's Eat: Managing Mealtime	X				X		
18	Mariah's Story: Case Study of Transition		X		X			
18	Mini-Workshop Modules for Training Early Childhood Staff	X			X			

Continued

——RESOURCE——		FORMAT			——— CONTENTS ———			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
18	Module for Inservice Training-Inclusive Services (Module #6 – a component of Multicultural Team Training)	X			X	X		
19	Navigating New Pathways: Effective Meetings		X		X			
19	Navigating New Pathways: Effective Meetings Workbook	X			X			
19	Navigating New Pathways: Flow Diagramming Workbook	X			X			
19	Navigating New Pathways: Flow Diagramming		X		X			
20	Navigating New Pathways: Obstacles to Collaboration		X		X			
20	On Track: A Comprehensive System for Early Childhood Intervention	X				X		
20	Overcoming Roadblocks to Team Development		X		X			
20	Planning for Successful Inclusion	X					X	X
21	Play Time/Social Time	X				X		
21	Portage Classroom Curriculum	X				X		
21	Professional Development for All Personnel in Inclusive Schools	X		On-line		X	X	X
21	Project ECLIPSE: Strategies for Classroom-Based Communication Training	X	X			X		
22	Project Relationship: Creating and Sustaining a Nurturing Community	X	X		X			
22	Project SLIDE: An Instructional Model		X			X		
22	Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments	X				X	X	
22	Project SLIDE: Teaching Classroom Transition Skills		X			X		

Continued

——RESOURCE ——		FORMAT			—— CONTENTS ——			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
23	Quality Inclusion Training Counts: Interagency Theory and Practice for Effective Inclusion Training	X			X	X		
23	QuickNotes	X				X		
23	Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs	X			X			
23	Reflective Practices: Creating Capacities for School Improvement	X			X			X
24	Resource Guide: Selected Early Childhood/Early Intervention Training Materials	X		On-line pdf format	X			
24	Rethinking Pull-Out Services in Early Intervention	X		X		X		
24	Shining Bright: Head Start Inclusion		X	X			X	
24	SPARK: Promoting Skills Through Arts, Reading, and Knowledge	X			X	X		
25	Special Training for Special Needs: A Competency-Based Training Program for Personnel Working With Young Children Who Have Special Needs	X			X			
25	SpecialCare Curriculum and Trainer's Manual: A Resource for Training Child Caregivers	X	X		X			
25	Stages of Group Development		X		X			
25	Step Ahead at Age 3: A Guide for Families	X						X
26	The Steps to Creating a Better IFSP	X				X		
26	Supporting A Comprehensive Technology System: Roles of an On-Site Technology Team		X				X	X
26	Supporting Children With Disabilities in Early Childhood Programs (print)	X				X		X
26	Supporting Children With Disabilities in Early Childhood Programs (video)		X			X		X

Continued

——RESOURCE ——		FORMAT			—— CONTENTS ——			
Page	Title	Print	Video	Other	Training	Curricula & Practices	Policy/ Administration	General Information
27	A Teacher's Guide to Implementing the Self-Determined Learning Model of Instruction: Early Elementary Version	X			X	X	X	
27	Teaming: The Key to Collaboration Workbook	X			X			
27	TEEM: A Manual to Support the Transition of Young Children With Special Needs and Their Families From Preschool Into Kindergarten and Other Regular Education Environments	X					X	
27	TIME (Training in a Manila Envelope): A Guide to Developing a Self-Study Course			X	X			
28	Training for Inclusion: A Guide for the Childcare Provider	X			X			
28	Transition: A Time for Growth		X					X
28	Weaving Tapestries of Inclusion: Seven Threads to Strengthen School Membership	X			X			
28	What Is Inclusion in Child Care?	X						X
29	Young Children and Technology		X		X			

■ ■ Access for All: Integrating Deaf, Hard--of-Hearing, and Hearing Preschoolers

Developed by: Access for All Outreach Project; Gail Solit, Haral Taylor, and Angela Bednarzyk (1992)

Format: Print and Video

Length: Manual, 169 pp.; Video, 1 hour

Description: This manual and videotape provide an overview to deafness, to strategies for developing interagency relationships with other child care providers, and to information on adapting the environment and curriculum for preschoolers who are deaf.

Audience: Early childhood special education (ECSE) teachers, early childhood teachers, families, preservice students and inservice staff, and anyone working with preschoolers who are deaf

Cost: $24.95 for manual and video

To obtain:

Harris Communications
15159 Technology Drive
Eden Prairie, MN 55344
Phone: (888) 257-5160 (voice)
(800) 582-9237 (TTY)

■ ■ AHEAD (At Home and At Daycare) Resource Manual

Developed by: AHEAD; Lori Rowan (Ed.), with Connie Pehrson, and Rosemary Vander Meyden (1997)

Format: Print

Length: 1236 pp.

Description: This state-of-the-art resource is for service providers working with young children who have any special needs, and for families and child care providers. The resource is filled with delightful visuals, activity sheets, and handouts. Information is presented through the use of topics in the areas of communication, language, motor, play/social, and self-help (feeding, toilet training, dressing, and grooming).

Audience: ECSE teachers, day care providers, families, trainers, specialized service providers, health care providers, and other community service providers.

Cost: $149.00 plus 10% shipping and handling

To obtain:

Hope, Inc.
55 East 100 North, Suite 203
Logan, UT 84321
Phone: (435) 752-9533
Fax: (435) 752-9533

■ ■ An Activity-Based Approach to Early Intervention, 2nd Ed.

Developed by: University of Oregon, Center on Human Development; Diane Bricker with Kristie Pretti-Frontczak and Natalya McComas (1998)

Format: Print and Video

Length: Book, 288 pp.; Video, 14 minutes

Description: Activity-based intervention (ABI) shows how to use natural and relevant events to teach infants and young children of all abilities. The new two-section format details how and why the activity-based approach can benefit any child from birth to 5 years developmental age, and presents a model in early intervention that synthesizes strategies found in behavior analytic and early childhood intervention approaches and is consistent with current educational reforms. The authors have updated this guide to include: new forms, improved versions of first edition forms, descriptions, illustrations, defined terminology, and guidelines for incorporating the approach into ones teaching style.

Audience: ECSE teachers and child care providers

Cost: Book, $32.00; Video, $39.00; $61.00 for book and video

To obtain:

Book # 3513/Video# 1863
Paul Brookes Publishing
PO Box 10624
Baltimore, MD 21285-0624
Phone: (800) 638-3775
Fax: (410) 337-8539
URL: http://www.pbrookes.com/

■ ■ ACTTive Technology

Developed by: Macomb Projects (4 issues a year)

Format: Print

Length: 16 pp.

Description: This quarterly publication contains timely features on technology and training as well as reviews of software and suggestions for integrated curriculum activities.

Audience: ECSE teachers, families, administrators, and trainers

Cost: $16.00 (includes postage)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ All About Me

Developed by: Project Dakota Outreach (1992)

Format: Print

Length: 1 p.

Description: This handout invites families to explore their child's desires to be included in everyday child play settings, to map their current playmates, and to note their concerns and wishes.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families

Cost: Free

To obtain:

Project Dakota Outreach
1380 Corporate Center Curve
Eagan, MN 55121
Phone: (612) 454-2732
Fax: (612) 455-8972
E-mail: projectdakota@lifeworks.org

■ ■ Art Express: A Curriculum for Young Children With Disabilities

Developed by: The Expressive Arts Project (1997)

Format: Print

Length: 181 pages

Description: Art Express is an innovative, yet practical, guide to help teachers implement a comprehensive expressive arts curriculum in their classrooms. Includes tips for adaptations for including children with physical disabilities, family involvement ideas, ideas for arranging the classroom environment. Sample activities and assessment tools are provided.

Audience: ECSE teachers, day care providers, and families

Cost: $55.00 including shipping and handling

To obtain:

Macomb Projects, 1 University Circle
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634

■ ■ The Arts in Early Childhood: A Springboard for Learning

Developed by: The Expressive Arts Project (1995)

Format: Video

Length: 60 minutes

Description: This video explains the importance of the arts for young children with disabilities. It demonstrates adaptive devices that enable children with physical disabilities to be included in art activities. It discusses visual arts, music and movement, and dramatic play. Other topics include positive outcomes, family involvement, and an activity-based curriculum.

Audience: ECSE teachers, day care providers, and families

Cost: $55.00 including shipping and handling

To obtain:

STARNET
Macomb Projects
1 University Circle, 27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634

■ ■ ArtSpace and ArtSpace Curriculum

Developed by: Expressive Arts for Children with Disabilities (1995)

Format: Print and Software (Macintosh)

Length: 96 pp.

Description: ArtSpace, used with touch tablet, switch, or mouse, offers children with disabilities and interactive journey through an art museum. Children can recreate drawings, view close-ups of art by adult and child artists, and watch videos of artists at work. The accompanying curriculum is filled with great ideas for using the software in the classroom. Appropriate for children (adults too!) of all abilities!

Audience: ECSE teachers and families

Cost: $55.00 (includes shipping)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ Being a Kid: Supports and Services in Everyday Routines, Activities, and Places

Developed by: The ENRICH Project; Larry Edleman (January 1999)

Format: Video

Length: Six (6) minutes

Description: This video presents one approach to providing services and supports to young children with special needs. The video shows a physical therapist working with Jacob and his family at a playground. It is used as a tool for therapists and interventionists, and services that are possible.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service and health care providers, and others

Cost: $19.95 plus $4 shipping and handling

To obtain:

Western Media Products
PO Box 591
Denver, CO 80201
Phone: (800) 232-8902
Fax: (303) 455-5302

■ ■ Best Practices in Integration (BPI): Training Manual, Guide, and Instructional Modules

Developed by: Best Practices in Integration Outreach Project, Indiana University; Susan Klein and Susan Kontos (1993)

Format: Print

Length: Guide, 54 pp.; Modules, 252 pp.

Description: This model focuses on systems change, training, and technical assistance to facilitate skill building and role change for early intervention specialists.This resource focuses on the BPI framework, the BPI community approach, the training process, and the evaluation summary. It includes a definition of integration, integration as a change process, and collaborative consultation.

Audience: ECSE teachers, child care providers, administrators, and trainers

Cost: $17.50 for training manual and guide

To obtain:

BPI
School of Education, Indiana University
201 North Rose Avenue, Room 3244
Bloomington, IN 47405
Phone: (812) 856-8154
Fax: (812) 856-8440

■ ■ Bridging Early Services: A Community Plans Together

Developed by: Bridging Early Services Transition Project-Outreach (1996)

Format: Video

Length: 12 min.

Description: This video motivates communities to plan together for the successful transition of all young children from prekindergarten environments to inclusive public schools.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, health care providers, specialized service providers, trainers, and other community service providers

Cost: $30.00

To obtain:

National Association for the Education of Young Children
1509 16th Street NW
Washington, DC 20036-1426
Phone: (800) 424-2460
Fax: (202) 328-1846

■ ■ Bridging Early Services: A Guide for Service Providers

Developed by: Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; Sharon Rosenkoetter (Ed.) (1995)

Format: Print

Length: 16 pp.

Description: This booklet provides information, strategies, and motivation to smooth transitions for young children with disabilities and their families. Included are transitions from hospital to community, at age 3, and at age 5.

Audience: ECSE teachers, day care providers, policymakers, administrators, early intervention providers, specialized service providers, trainers, and other community service providers

Cost: $3.50 plus $.21 tax; free in Kansas

To obtain:

Bridging Early Services Transition Project
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754, ext. 111
Fax: (316) 241-5153

■ ■ Bridging Early Services for Children With Special Needs and Their Families: A Practical Guide for Transition Planning

Developed by: Bridging Early Services Transition Project-Outreach; S. Rosenkoetter, A. Hains, and S. Fowler (1994)

Format: Print

Length: 336 pp.

Description: This book is a comprehensive guide to planning and supporting transitions for young children and their families. It suggests strategies to develop appropriate services in natural environments for all young children.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, early intervention providers, health care providers, specialized service providers, trainers and other community service providers.

Cost: $22.00

To obtain:

Paul H. Brookes Publishing Co.
PO Box 10624
Baltimore, MD 21285-10624
Phone: (800) 638-3775
Fax: (410) 337-8539

■ ■ Building InterACTTive Futures

Developed by: Macomb Projects; P. Hutinger, J. Johanson, L. Robinson, and C. Schneider (1998)

Format: Print

Length: 140 pp.

Description: Interactivity is the focus for this curriculum guide for integrating technology into early childhood programs. Content includes learning environment, family participation, technology assessment, customization and adaptation, equipment and software information, and procedures for using specialized devices and for creating software-related materials and activities.

Audience: ECSE teachers, administrators, and trainers

Cost: $55.00 (includes shipping)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ Can i play too?

Developed by: Partnerships for Inclusion (1993)

Format: Video

Length: Overview, 12 min; Provider version, 20 min.; Parent version, 20 min.

Description: These three videos — an overview, a provider version, and a parent version — are about including young children with special needs, birth to 5 years, in community child care programs. The videos raise awareness about inclusion and have been used effectively in inservice and preservice training formats. These videos won the Silver Reel Award.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families

Cost: Overview, $25.00; Provider version, $50.00; Parent version, $50.00

To obtain:

Partnerships for Inclusion
Frank Porter Graham Child Development Center
University of North Carolina at Chapel Hill
521 South Greensboro Street, Suite 100
Carrboro, NC 27510
Phone: (919) 962-7364

■ ■ CASPER: Code for Active Student Participation and Engagement (revised)

Developed by: Project BLEND: Paddy Favazza, Samuel L. Odom, Eva M. Horn, William Brown, Ariane Holcombe, and Grant Youngquist (1996)

Format: Print

Length: 65 pp.

Description: The coding manual describes an ecobehavioral assessment, direct observation system for early intervention and preschool settings. It includes a description of training procedures.

Audience: Program evaluators and researchers

Cost: $6.50

To obtain:

Jan Rosemergy
Communications Services
Box 40, Peabody
Vanderbilt University
Nashville, TN 37203
Phone: (615)322-8240
Fax: (615) 322-8236
E-mail: rosemejm@ctrvax.vanderbilt.edu

■ ■ Child Care Observation Guide

Developed by: Project Coach Outreach; Connie Clay and Stella Fair (July 1998)

Format: Print

Length: 8 pp.

Description: This is a consumer friendly guide with a checklist and explanation to observe quality indicators in childcare centers. The guide is based on NAEYC recommendations and expert opinion.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, health care providers, and other community service providers

Cost: 1-25/$5.00 each; 26-50/$4.50 each; 51-75/ $4.00 each; 76-125/$3.50 each, and 126 or more $3.00 each

To obtain:

Institute for Disability Studies
Box 5163
Hattiesburg, MS 39406-5163
Phone: (601) 266-5163 or 1-800-467-4488
Fax: (601) 266-5114

■ ■ Child Care plus+

Developed by: Child Care plus+; Sarah A. Mulligan, Sandra Morris, Susan Harper-Whalen, and Dionna Elder

Format: Print

Length: 4 pp.

Description: This quarterly newsletter, published since 1990, is directed to child care, preschool, and Head Start programs that include children with disabilities. Each issue deals with a specific inclusionary child care topic such as "Americans with Disabilities Act (ADA) is good news for child care!" and "I don't have an accessible playground — or do I?" A list of back issues is available upon request.

Audience: ECSE teachers, child care providers, and child care resource and referral specialists

Cost: $5.00/year; $2.00 for each back issue

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
The University of Montana
52 North Corbin Hall
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-5467
Fax: (406) 243-4730

■ ■ Child Care plus+ Curriculum on Inclusion: Practical Strategies for Early Childhood Programs

Developed by: Child Care plus+ (1999)

Format: Print

Length: 250-300 pp.

Description: This resource answers two fundamental questions for child care providers and other professionals: "What do I need to do to make my program a place where children with disabilities are fully included?" and "What skills do I need to develop and practice to make each child a participant in the everyday activities in my program?"

Audience: ECSE teachers, day care providers, policy makers, administrators, trainers, and child care resource and referral agencies

Cost: $60.00

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Child-Ready Checklist

Developed by: Child Care plus+ (1997)

Format: Print

Length: 5 pp.

Description: A list of items which are essential in making an environment accessible to children. Ten common areas in a early childhood setting are included on this checklist and reviewed for accessibility.

Audience: ECSE teachers, day care providers, families, and child care resource and referral agencies

Cost: $4.00

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800)-235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Choices: Opportunities for Life (English) and Opciones: Oportunidades Para La Vida (Spanish translation)

Developed by: PACER Center; Carolyn Anderson (1996 English, 1998 Spanish)

Format: Print

Length: 32 pp.

Description: This book explains how children with a wide range of disabilities can lead more independent lives when they learn to make effective choices. *Choices* offers tips to parents on teaching decision-making skills to their children. *Choices* helps parents be intentional about teaching decision-making skills.

Audience: ECSE teachers, day care providers, and families

Cost: $8.00; 10 or more copies $6.50 each, shipping and handling included

To obtain:

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
Phone: (612) 827-2966
Fax: (612) 827-3065

■ ■ Collaboration: Putting the Puzzle Pieces Together

Developed by: Building State Capacity for Part C – Early Intervention (1996)

Format: Print

Length: 111 pp.

Description: This resource contains content and activities to support collaborative relationships with families, other service providers (teams), and other agencies. The workbook contains five modules, and multiple examples and activities to build competencies across the multiple collaborations needed in early intervention in natural environments.

Audience: ECSE teachers, child care providers, families, policymakers, administrators, trainers, and other community service providers.

Cost: $20.00

To obtain:

Division of Child and Family Studies
University of Connecticut Health Center
263 Farmington Avenue
Dowling North – MC6222
Farmington, CT 06030
Phone: (860) 679-4632
Fax: (860) 679-1368

■ ■ College Instructor's Guide: Infusing Information About Young Children With Exceptional Needs Into Child Development and Early Childhood Course Work

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Anne Kuschner, Linda Cranor, Linda Brekken, and Eleanor W. Lynch

Format: Print

Length: 165 pp.

Description: Designed to accompany *A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2*, on inclusion in early childhood programs. It includes information for instructors on how each of the training topics fit into the college curriculum, key points, reproducible handouts, transparencies, and questions for college students.

Audience: Trainers, University and community college instructors

Cost: $30.00 (Price includes shipping and regional tax) Purchase orders cannot be processed.

To obtain:

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■ Community-Based Integration

Developed by: Project Dakota Outreach (1991)

Format: Print

Length: 5 pp.

Description: This handout is in a question-and-answer format. Topics discussed include the rationale for and the ins and outs of community-based inclusion. This is a good piece for skeptics and those new to implementation.

Audience: ECSE teachers, child care providers, policy-makers, administrators, trainers, specialized service providers, health care providers, other community service providers, and families

Cost: Free

To obtain:

Project Dakota Outreach
1380 Corporate Center Curve #305
Eagan, MN 55121
Phone: (612) 455-8972
Fax: (612) 455-8972
E-mail: projectdakota@lifeworks.org

■ ■ Creating the Inclusive Preschool: Strategies for a Successful Program

Developed by: CO-TEACH Programs; Richard van den Pol, Jean Guidry, and Beth Keeley (1995)

Format: Print

Length: 116 pp.

Description: This book contains four chapters addressing environmental arrangement, forging partnerships with families, managing behavior positively, and teaching through play. It is appropriate for paraprofessional audiences as well as early childhood special education teachers who are initiating new programs. The book includes a complete set of copy-ready forms that may be duplicated by individuals purchasing the book.

Audience: ECSE teachers, day care providers, families, administrators, trainers, specialized service providers, and paraeducators.

Cost: $41.00

To obtain:

The Psychological Corporation
555 Academic Court
San Antonio, TX 78204-2498
Phone: (800) 211-8378
Fax: (210) 949-4452

■ ■ The Creative Program Model

Developed by: Play-Based Early Education/Intervention and Pamela C. Phelps

Format: Print, Video and Overhead transparencies

Length: 44 pp. Plus appendices and 30 minute videotape

Description: This manual describes an inclusive model of early intervention and education that has been in operation over 25 years. The manual provides a discussion of theoretical underpinnings of the program, day to day program organization and implementation, and child evaluation procedures. A 30-minute videotape accompanies the manual, as well as overhead transparencies which can be used in staff training.

Audience: ECSE teachers, day care providers, administrators, trainers, and other community service providers

Cost: $125.00

To obtain:

Pamela C. Phelps
Creative Preschool
2746 West Tharpe
Tallahassee, FL 32303

■ ■ Developmental Ages for Skills Included on the Helpful Entry Level Skills Checklist

Developed by: Project STEPS; Mary Louise Hemmeter and Beth Rous (1992)

Format: Print

Length: 17 pp.

Description: This manual was developed to be used in conjunction with the "Helpful Entry Level Skills Checklist (Revised)" to help identify typical developmental levels or ages for each skill addressed on the checklist. The manual includes developmental ages from 3 to 6.

Audience: ECSE teachers, day care providers, and specialized service providers

Cost: $5.00

To obtain:

Beth Rous, Project STEPS
Interdisciplinary Human Development Institute, University of Kentucky
205 Mineral Industries Building
Lexington, KY 40506-0051
Phone: (606) 257-9115
Fax: (606) 257-2769
E-mail: brous@ihdi.uky.ed
URL: http://www.ihdi.uky.edu/

■ ■ Developmental Rainbow: Early Childhood Developmental Profile

Developed by: Developmentally Appropriate Practices for Preschool Children with Special Learning Needs; Gerald Mahoney and Frida Mahoney (1996)

Format: Print

Length: 75 pp.

Description: This book contains a comprehensive listing of developmental skills and competencies that children typically acquire from birth through 5 years of age. Five domains are ideally suited for observation, play-based assessment, and program planning.

Audience: ECSE teachers, early interventionists, trainers, specialized service providers, and health care providers

Cost: $18.00 + shipping and handling (1-4 books $3.00; (more than 4 call for rate) No purchase orders for under $100.00. Checks are to be made payable to: Children's Hospital Foundation

To obtain:

Family Child Learning Center
143 Northwest Avenue, Building A
Tallmadge, OH 44278
Phone: (330) 633-2055
Fax: (330) 633-2658

■ ■ Developmental Therapy – Developmental Teaching (3rd Edition)

Developed by: Developmental Therapy — Teaching Programs (1996)

Format: Print

Length: 398 pp.

Description: This curriculum provides applications for adults concerned about the behavior and emotional stability of children. With specific applications in natural settings, it is a highly organized matching a child's current social-emotional-behavioral status with objectives, management strategies, and adult roles.

Audience: ECSE teachers, day care providers, families, and mental health professionals.

Cost: $41.00 (+ shipping: 10% U.S., Canada 15%)

To obtain:

Catalog No 6970, ISBN 0-89079-644-5
PRO-ED Publishers
8700 Shoal Creek Boulevard
Austin, Texas 78757-6897
Phone: (800) 897-3202
Fax: (800) FXPROED

■ ■ Differentiated Teaching and Learning in Heterogeneous Classrooms: Strategies for Meeting the Needs of All Students

Developed by: Creating Capacities Within; R. Kronberg, and J. York-Barr (1998)

Format: Print

Length: 122 pp.

Description: This guide information for K-12 educators to effectively meet the needs of all learners in heterogeneous classrooms. Sections include: (a) overview of heterogeneity in today's classrooms, (b) rationale for differentiated teaching and learning, (c) changing roles of teachers and students in differentiated classrooms, (d) discussion of the importance of classrooms that nurture diversity, (e) ideas for organizing a classroom for differentiated teaching, and (f) a step by-step process for differentiation.

Audience: ECSE teachers and administrators

Cost: $15.00

To obtain:

Publications Office
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: (612) 624-4512
Fax: (612) 624-9344

■ ■ Dimensions of Diversity: A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor , Anne Kuschner, and Eleanor W. Lynch

Format: Print

Length: 75 pp.

Description: Designed to accompany *A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2*, and the Instructor's Guide on Inclusion in early childhood. Identifies and discusses content that may be perceived differently across cultures, language groups, economic levels, and other dimensions of diversity and provides information on these differences.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, Head Start Staff, and University and community college instructor

Cost: $30.00 (includes shipping and regional tax) Cannot accept purchase orders.

To obtain:

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 E. Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■ Disability Awareness

Developed by: Successful Integration of Infants and Toddlers with Disabilities Through Multidisciplinary Training (1993)

Format: Video

Length: 7 min.

Description: This video provides preliminary insights into including children with disabilities in child care settings. A discussion guide and information and activities to complete an hour-long workshop or staff meeting.

Audience: Child care providers, administrators, trainers, and other community service providers

Cost: $35.00 plus 10% shipping and handling

To obtain:

AGH Associates, Inc.
PO Box 130, 219 Drakeside Road
Hampton, NH 03843
Phone: (603) 926-1316
Fax: (603) 926-3689
URL: http://www.schoolhousedoor.com

■ ■ Early Intervention: Tailor Made

Developed by: Project Dakota Outreach (1990)

Format: Print

Length: 17 pp.

Description: This booklet focuses on family-centered, community-based early intervention. The booklet discusses goals, missions, practices for collaborative planning, and a service menu for home and community settings.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community services, and families

Cost: $3.00 ($2.00 each for 10 or more copies)

To obtain:

Project Dakota Outreach
1380 Corporate Center Curve #305
Eagan, MN 55121
Phone: (612) 454-2732
Fax: (612) 455-8972
E-mail: projectdakota@lifeworks.org

■ ■ Emergent Literacy Instructional Program Series

Developed by: Macomb Projects/Project ELIPSS; Kathy Barclay (1996-1997)

Format: Video

Length: each video is one (1) hour

Description: The 10-program literacy series includes two literacy resource coordinator training sessions and eight emergent literacy training sessions with accompanying viewing guides. Topics include language and literacy, literacy-rich environments, choosing children's literature, beginning reading, assessment of literacy behaviors.

Audience: ECSE teachers, families, administrators, and trainers

Cost: $250.00 (includes shipping)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ Emerging Literacy and Technology: Working Together

Developed by: Macomb Projects: LitTEC Interactive Outreach and The Interactive Technology Literacy Curriculum Project (1999)

Format: Print

Length: 350 pp.

Description: The curriculum combines an emergent literacy approach with successful assistive technology experiences and is loaded with curriculum activities and off-computer ideas. Content also includes suggestions for adaptations, information on designing the environment, family involvement, teaching strategies, and children's learning styles.

Audience: ECSE teachers

Cost: $55.00 (includes shipping)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ Entering a New Preschool. How Service Providers and Families Can Ease the Transitions of Young Children With Special Needs and Their Families.

Developed by: Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE); Mary Donegan, Dale Fink, Susan Fowler, and Michael Wischnowski (1994)

Format: Print

Length: 19 pp.

Description: This resource presents strategies for planning for transitions, preparing for the change, and working with families and staff programs. A fictionalized account of one child's experience is spotlighted. Books to read are included.

Audience: ECSE teachers, day care providers, families, administrators, and interagency council members

Cost: $2.50

To obtain:

IRHD Publications, University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
Phone: (217) 333-4123
Fax: (217) 244-7732
URL: http://www.ed.uiuc.edu/SPED/facts.html

■ ■ Expanding the Accessibility of Toys

Developed by: Child Care plus+ (1997)

Format: Print

Length: 13 pp.

Description: This booklet explores the value of toys from the child's perspective. It includes tips on selecting and making adaptations to toys.

Audience: ECSE teachers, day care providers, families, and child care resource and referral agencies

Cost: $2.00

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Facilitating Inclusion in Community Settings

Developed by: Family and Child Transitions Into Least Restrictive Environments (FACTS/LRE); Martha Venn, Dale Fink, Sarah Hadden, and Susan Fowler (1994)

Format: Print

Length: 18 pp.

Description: This is a guide to creating environments that facilitate communication and positive social interaction of children with and without special needs in inclusionary settings.

Audience: ECSE teachers, child care providers, administrators, other community service providers, inservice staff, and families

Cost: $2.50 (includes shipping/handling). Discounts on orders of $50.00 and more.

To obtain:

University of Illinois
61 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
Phone: (217) 333-4123
Fax: (217) 244-7732
URL: http://www.ed.uiuc.edu/SPED/facts.html

■ ■ A Family-Focused Approach

Developed by: Project Reach ME (1992)

Format: Video

Length: 30 min.

Description: This video focuses on three families involved in early intervention. The video demonstrates concepts which are key for the family-focused approach such as the parent as expert, decision maker, and team member; and the professional as help giver and team member.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, other community service providers, and families

Cost: $30.00

To obtain:

USM-NCWRC (National Child Welfare Resource Center) Publications
PO Box 15010
Portland, ME 04112
Phone: (800) HELP-KID or (207) 780-5813
Fax: (207) 780-5817

■ ■ First Step to Success: Helping Young Children Overcome Antisocial Behavior

Developed by: Institute on Violence and Destructive Behavior, University of Oregon; Hill Walker, Herbert Severson, Edward Feil, Bruce Stiller, Annemieke Golly, and Kate Kavanaugh (1997)

Format: Kit

Length: 117 pp.

Description: This is an early intervention for children in grades kindergarten through 3. It takes a collaborative home and school approach to teaching at-risk children to get along with teachers and peers and to engage in schoolwork in an appropriate manner. There are three interrelated components: screening, CLASS (school intervention), and home base (family-centered intervention).

Audience: ECSE teachers, families, administrators, trainers, and specialized service providers

Cost: $145.00 plus 10% shipping and handling

To obtain:

Sopris West
4093 Specialty Place
Longmont, CO 80504
Phone: (800) 547-6747
Fax: (303) 776-5934
E-mail: annem@sopriswest.com
URL: http:/www.sopriswest.com/

■ ■ Foundations for Inclusion

Developed by: Project Dakota Outreach (1993)

Format: Print

Length: 1 p.

Description: This chart shows 10 aspects of commitment to inclusion and 13 strategies for getting started.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community services, and families

Cost: Free

To obtain:

Project Dakota Outreach
1380 Corporate Center Curve #305
Eagan, MN 55121
Phone: (612) 454-2732
Fax: (612) 455-8972
E-mail: projectdakota@lifeworks.org

■ ■ Getting Together: A Head Start/ School District Collaboration

Developed by: David Lindeman and T. Adams (1995)

Format: Video and Training Manual

Length: 25 min.

Description: This video presents a discussion between the director of special education services for a school district and a Head Start program director about combining their separate programs into a single, interagency program. Concerns, issues, and barriers faced and some of the strategies used to overcome them are presented. The discussion of their roles in the collaborative process in terms of leadership, support to staff, and policy development creates an exemplary model for agency administrators.

Audience: ECSE teachers, families, administrators, trainers, community service providers, Head Start programs, and state agencies

Cost: $46.00

To obtain:

Paul H. Brookes Publishing Co.
PO Box 10624
Baltimore, MD 21285-0624
Phone: (800) 638-3775 or (410) 337-8539
Fax: (316) 421-6550, ext. 1702
E-mail: custserv@pbrookes.com

■ ■ Giving Our Children the Best

Developed by: Project TRAC Outreach; Tom Udell and Joyce Peters (1995)

Format: Video

Length: 18 min.

Description: This video details recommended practices from ECSE. It is useful as a beginning awareness tool and/or training tool for those with limited background in inclusive early education and for ECSE programs that incorporate the recommended practices features.

Audience: ECSE teachers, day care providers, families, administrators, trainers, and specialized service providers

Cost: $40.00

To obtain:

Teaching Research Early Childhood Video Productions; Attn: Tom Udell
345 North Monmouth Avenue
Monmouth, OR 97361
Phone: (503) 838-8785
Fax: (503) 838-8150

■ ■ A Great Place to Be Me: Selecting a Child Care Program When Your Child Has a Disability

Developed by: Child Care plus+ Inservice Project; Sarah A. Mulligan (1993)

Format: Print

Length: 20 pp.

Description: This booklet helps parents match the needs of their child and family with the abilities of prospective child care providers. It contains a step-by-step selection process that offers encouragement as well as ideas to help families find child care programs. It also provides strategies for working with early childhood professionals to create the best possible environment for their child.

Audience: ECSE teachers, child care providers, families, and child care resource and referral specialists

Cost: $5.00

To obtain:

Child Care plus+
Rural Institute on Disabilities
52 Corbin Hall, The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 1

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Anne Kuschner, Linda Cranor and Linda Brekken (Eds.)

Format: Print

Length: 195 pp.

Description: Authored by parents and professionals, these training materials have been designed to support the inclusion of young children (birth to five) with disabilities in community child care and development programs. This guide consists of nine topic-specific narratives covering content which relates to creating successful inclusive opportunities for young children.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers and Head Start Staff

Cost: $20.00 California residents add sales tax; shipping and handling charges determined by number of copies purchased

To obtain:

California Department of Education
Bureau of Publications, Sales Unit
PO Box 271
Sacramento, CA 95812-0271

■ ■ A Guide for Training and Recruiting Child Care Providers to Serve Young Children with Disabilities, Vol. 2

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor and Anne Kuschner

Format: Print

Length: 295 pp.

Description: Designed to supplement A Guide for Training and Recruiting Child Care Providers Vol. 1, this guide provides four to eight training activities developed to highlight the key points in each of the nine topics presented in Vol. 1

Audience: Trainers, University and community college instructors

Cost: $30.75, California residents add sales tax; shipping and handling charges determined by number of copies purchased

To obtain:

California Department of Education
Bureau of Publications, Sales Unit
PO Box 271
Sacramento, CA 95812-0271

■ ■ A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Chinese Translation)

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor, Diana Jung, and Aura Zapata

Format: Print

Length: 60 pp.

Description: Selected materials from A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2, have been translated into Chinese.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, and other community service providers

Cost: $18.00 (Price includes shipping and regional tax) Purchase orders cannot be processed.

To obtain:

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■ A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2 (Spanish Translations)

Developed by: Project EXCEPTIONAL, California Institute on Human Services, Linda Cranor, Diana Jung, and Aura Zapata

Format: Print

Length: 185 pp.

Description: Selected materials from A Guide for Training and Recruiting Child Care Providers, Vols. 1 & 2, have been translated into Spanish.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, and trainers

Cost: $25.00 (Price includes shipping and regional tax) Purchase orders cannot be processed.

To obtain:

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■ A Health and Safety Checklist for Early Childhood Programs

Developed by: Child Care plus+ (1998)

Format: Print

Length: 20 pp.

Description: An easy-to-use inventory designed to help evaluate health and safety practices in early childhood settings.

Audience: ECSE teachers, day care providers, and child care resource and referral agencies

Cost: $2.00

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Health and Safety Considerations: Caring for Young Children With Exceptional Health Care Needs

Developed by: Project EXCEPTIONAL, California Institute on Human Services; Linda Cranor, Anne Kuschner, and Betty Presler

Format: Print

Length: 130 pp.

Description: Presents an overview of system level factors affecting the movement to include children with exceptional health care needs in community child care and education programs and a framework for assessing and preparing an early childhood program's capacity to provide safe and effective care for children with exceptional health care needs.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, University and community instructors, and others.

Cost: $30.00 (price includes shipping and regional tax) Purchase orders cannot be processed.

To obtain:

Project EXCEPTIONAL
California Institute on Human Services
Sonoma State University
1801 East Cotati Avenue
Rohnert Park, CA 94928-3069
Phone: (707) 664-2945
Fax: (707) 664-2418

■ ■ Helpful Entry Level Skills Checklist

Developed by: Project STEPS; Rita Byrd and Beth Rous (1991, revised)

Format: Print

Length: 5 pp.

Description: This programming assessment was designed to aid the transition of children ages 3 to 6. An observational assessment, it addresses social, behavioral, and functional skills in the areas of classroom rules, work skills, communication, self-management, and social behavioral. (See also *Instructional Strategies Manual* on page 16.) Must have manual to use.

Audience: ECSE teachers and day care providers

Cost: $1.00 (bulk rate: 25 for $10.00)

To obtain:

Beth Rous, Project STEPS
Interdisciplinary Human Development Institute
University of Kentucky
205 Mineral Industries Building
Lexington, KY 40506-0051
Phone: (606) 257-9115
Fax: (606) 257-2769

■ ■ Hospital to Home: A Guide for Transition Planners

Developed by: Bridging Early Services Transition Project-Outreach (1996)

Format: Print

Length: 12 pp.

Description: This booklet provides information, tested strategies, and motivation to smooth transitions for families of infants leaving the NICU to live in the community. Procedures for referral, support, and follow-up are included.

Audience: ECSE teachers, administrators, trainers, specialized service providers, health care providers, and other community providers

Cost: $3.50 plus $.21 tax; free in Kansas

To obtain:

Bridging Early Services Transition Project
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754, ext. 111
Fax: (316) 241-5753

■ ■ How Am I Doing? A Self-Assessment for Child Caregivers

Developed by: SpecialCare Outreach Project (1993)

Format: Print

Length: 24 pp.

Description: This practical, easy-to-use self-assessment instrument will help home- and center-based child caregivers identify the skills they need to effectively and confidently care for young children with disabilities in their child care setting.

Audience: ECSE teachers and child care providers

Cost: $15.00 plus $3.00 shipping and handling

To obtain:

Child Development Resources
PO Box 280
Norge, VA 23127-0280
Phone: (757) 566-3300
Fax: (757) 566-8977
E-mail: resources@gc.net

■ ■ Including All Children in Typical Child Care Settings

Developed by: Successful Integration of Infants and Toddlers With Disabilities Through Multidisciplinary Training (1993)

Format: Print and Video

Length: Varied (see description)

Description: This package includes an *Administrator's Handbook* (97 pp.) designed to help administrators prepare for including all children. A correspondence course is optional (24 pp.). The package also includes 10 self-paced study modules covering CDA training topics for infant and toddler teachers (200 pp.), and an accompanying trainer's guide (70 pp.). Two videotapes are offered: *Disability Awareness: Including All Children* (7 min.) and *It's Really No Different: Conversations With Caregivers* (17 min.), each with a facilitator's guide.

Audience: ECSE teachers, child care providers, administrators, institutes of higher education, trainers, and other community service providers

Cost: Some components may be purchased individually. Contact AGH for information.

To obtain:

AGH Associates, Inc.
PO Box 130
Hampton, NH 03843
Phone: (603) 926-1316
Fax: (603) 926-3689
URL: http://www.schoolhousedoor.com

■ ■ Including Students With Disabilities in Accountability Systems

Developed by: Consortium on Inclusive Schooling Practices (CISP); (April 1998)

Format: Print and On-line

Length: 13 pp.

Description: Presents a framework to analyze state and local policies and their relationship to the development of inclusive schooling practices across six major policy areas: curriculum, student assessment, accountability, personnel development, and others. The discussion of one of these policy areas - accountability - by defining the concept and illustrating six approaches to its implementation is extended. Specific perspectives on accountability, including the indicators of accountability; federal, state, and local perspectives; and suggested family assurances.

Audience: policymakers and administrators

Cost: Free download or print copy

To obtain:

Consortium on Inclusive Schooling Practices Web site
http://www.pgh.auhs.edu/cfsp/brochure/abtcons.htm
Phone: (412) 359-1654
Fax: (412) 359-1601

■ ■ Inclusion Policies and Practices Self-Assessment for Early Childhood Programs

Developed by: Child Care plus + (1998)

Format: Print

Length: 5 pp.

Description: This self-assessment is designed to help individuals identify policies and practices they currently use in their program. Ideas and suggestions on ways of implementing new policies and practices as well as modifying current ones are also presented.

Audience: ECSE teachers, day care providers and child care resources and referral agencies..

Cost: $5.00

To obtain:

Child Care plus +
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Inclusion: A Right, Not A Privilege

Developed by: Community Inclusion Outreach Project (1993)

Format: Print

Length: 92 pp.

Description: This manual provides an overview of the philosophy of inclusion, a brief history of early childhood programs, a summary of the laws related to inclusion, a guide for finding a high-quality inclusionary setting, and information on making inclusion happen in the community.

Audience: ECSE teachers, child care providers, administrators, preservice students and inservice staff, specialized service providers, health care providers, and families

Cost: $20.00

To obtain:

Division of Child and Family Studies
University of Connecticut Health Center- MC 6222
263 Farmington Avenue, Dowling North MC 6222
Farmington, CT 06030
Phone: (860) 679-4632
Fax: (860) 679-1368

■ ■ Inclusive Schooling Practices: Pedagogical and Research Foundations. A Synthesis of the Literature That Informs Best Practices About Inclusive Schooling

Developed by: Consortium on Inclusive Schooling Practices (CISP); Gail McGregor, and R. Timm Vogelsberg (February 1998)

Format: Print

Length: 148 pp.

Description: A comprehensive synthesis of the research on inclusive practices. Easy-to-read tables and charts illustrate findings. Exceptionally popular document for use by a wide range of individuals and groups.

Audience: ECSE teachers, families, policymakers, administrators, and trainers

Cost: $24.95 each (Quantity discounts available)

To obtain:

Brookes Publishing Company
PO Box 10624
Baltimore, MD 21285-0624
Phone: (800) 638-3775
Fax: (410) 337-8539

■ ■ Inclusive Services — Module for Inservice Training (Module 7)

Developed by: Multicultural Early Childhood Team Training; N. Flynn, E. Thorp, K. Evans, and S. Takemoto (1998)

Format: Print

Length: 26 pp. (one module is a 12-module series with a trainer's guild and notes of 11 additional pages)

Description: This module focuses on parent/professional collaborative approaches and strategies for providing services to young children with disabilities with typically developing children.

Audience: ECSE teachers, families, administrators, day care providers, trainers, and others

Cost: To be determined

To obtain:

Kyppee White Evans, Project Coordinator
Helen A. Keller Center for Human Disabilities
George Mason University
4400 University Drive, MSN 1F2
Fairfax, VA 22030-4444
Phone: (703) 993-3670
Fax: (703) 993-3681

■ ■ INDAP: Guidelines for Individualizing Developmentally Appropriate Practice Classrooms, Activities, and Routines to Young Special Needs Learners

Developed by: Individualizing Developmentally Appropriate Practices for Young Children with Special Needs (1996)

Format: Print

Length: 106 pp.

Description: This compilation will help teachers modify components of their early childhood curriculum to accommodate young children with special needs with suggestions for play, curriculum planning, environment and materials, activities and routines, and behavior management.

Audience: ECSE teachers, day care providers, trainers, and specialized service providers

Cost: $18.00 + shipping and handling (1-4 books $3.00; (over 4 call) No purchase orders for under $100.00. Checks made payable to Children's Hospital Foundation.

To obtain:

Family Child Learning Center
143 Northwest Avenue, Building A
Tallmadge, OH 44278
Phone: (330) 633-2055
Fax: (330) 633-2658

■ ■ Instructional Strategies Manual

Developed by: Project STEPS; Rita Byrd and Beth Rous (1991, 1997)

Format: Print

Length: 97 pp.

Description: This manual is used in conjunction with the *Helpful Entry Level Skills Checklist* (see page 13). It provides sample strategies and activities that can be used to facilitate the acquisition of social, behavioral, and functional skills.

Audience: ECSE teachers, day care providers, and specialized service providers.

Cost: $10.00; $8.00 each for orders of 10 or more

To obtain:

Attn: Beth Rous
Project STEPS
Interdisciplinary Human Development Institute
University of Kentucky
205 Mineral Industries Building
Lexington, KY 40506-0051
Phone: (606) 257-9115
Fax: (606) 257-2769

■ ■ Integrated Child Care: Meeting the Challenge

Developed by: Educational Home Model Outreach Project; Sarah Mulligan Gordon, Kathleen Miller Green, Sandra Morris, Ted Maloney, Dana McMurray, and Tamara Kittleson-Aldred (1992)

Format: Print

Length: 338 pp.

Description: This is a resource for providing an enriching environment and developmentally appropriate experience in child care and preschool settings.

Audience: ECSE teachers and aides, child care providers, and child care resource and referral specialists

Cost: $59.00

To obtain:

Communication Skill Builders
3830 East Bellevue
PO Box 42050-BCS
Tucson, AZ 85733
Phone: (800) 866-4446
Fax: (602) 325-0306

■ ■ Integrated Therapies: Making Classrooms Available to ALL Children

Developed by: Transitioning Young Culturally Diverse Children With Disabilities (1997)

Format: Video

Length: 10 min.

Description: This videotape provides examples of the integrated therapy model. Discussion centers on using this model in classrooms to minimize the impact of a child's disability on his or her access and participation in age-appropriate activities and routines. The video also describes how collaborative teams can work together for the success and functional independence of all children. Accompanied by a training guide.

Audience: ECSE teachers and specialized service providers

Cost: $45.00 per unit plus 15% shipping and handling

To obtain:

AGH Associates, Inc.
PO Box 130
Hampton, NH 03843
Phone: (603) 926-1316
Fax: (603) 926-3689
URL: http://www.schoolhousedoor.com

■ ■ It's a Big Step: A Guide for Transition

Developed by: Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; Sharon Rosenkoetter (Ed.) (1995)

Format: Print

Length: 20 pp.

Description: This booklet provides information, strategies, and motivation to smooth transitions for all children to inclusive services at age 5.

Audience: All service providers — prekindergarten and primary levels, administrators, and community planners

Cost: $3.50 plus $.21 tax; free to Kansas residents

To obtain:

Bridging Early Services Transition Project — Outreach
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754, ext. 111
Fax: (316) 241-5153

■ ■ It's Really No Different: Conversations With Caregivers

Developed by: Successful Integration of Infants and Toddlers with Disabilities Through Multidisciplinary Training (1993)

Format: Video

Length: 17 min.

Description: This videotape features caregivers who have been through the process of including all children. They discuss their experiences both in centers and in their homes. They speak to their initial fears, their difficult times, and their successes in opening their classrooms and homes to all children.

Audience: ECSE teachers, child care providers, administrators, trainers, and other community service providers

Cost: $65.00 plus 10% shipping and handling

To obtain:

AGH Associates, Inc.
PO Box 130
Hampton, NH 03843
Phone: (603) 926-1316
Fax: (603) 926-3689
URL: http://www.schoolhousedoor.com

■ ■ Kids Included Through Technology are Enriched: A Guidebook for Teachers of Young Children

Developed by: Project KITE; Brenda Carlson and Karen Samels (1997)

Format: Print

Length: 60 pp. Plus extensive appendices

Description: This 128-page, illustrated handbook provides the rationale for using assistive technology to include young children with special needs in the classroom. It guides parents and professionals toward practical strategies for integrating computers, communication aids, and other devices to help children with disabilities at school and at home.

Audience: ECSE teachers, trainers, specialized service providers, and regular education early childhood teachers

Cost: $15.00 each or $12.50 each for more than 10

To obtain:

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417
Phone: (612) 827-2966
Fax: (612) 827-3065

■ ■ The Learning Together Series

Developed by: Missouri-TIKES; Robert Busch, Shirley Patterson, and Ronald Gillam (1993)

Format: Print and Video

Length: Varied (see description)

Description: This media package provides child care personnel with information about child development with an emphasis on adapting and modifying environments for preschool children with disabilities. The package has four series, each containing print materials and videos. One is 36 pp with a 62-minute video; Two is 24 pp long with a 50-minute video; Three is 24 pp. with a 46-minute video; and Four is 24 pp. long with a 39-minute video.

Audience: ECSE teachers, child care providers, trainers, specialized service providers, community service providers, and families

Cost: Each of the four series can be purchased for $198.00 or rented for $50.00

To obtain:

Learner Managed Designs, Inc.
PO Box 747
Lawrence, KS 66044
Phone: (913) 842-9088 or (800) 467-1644
Fax: (913) 842-6881
URL: http://www.lmdusa.com/

■ ■ Lessons for Understanding: An Elementary School Curriculum on Perspective-Taking

Developed by: Together We're Better; T. Vandercook, L. Medwetz, J. Montie, P. Taylor, and K. Scaletta (1997)

Format: Print

Length: 271 pp.

Description: Developed for grades K-5 to increase student understanding and appreciation of different perspectives, leading to respect for diversity and support for truly inclusive school communities. The 24 lessons are clustered in four units, and the lesson topics include: I Have Feeling and My Understanding of the Situation. This is designed for classrooms for students with students with and without disabilities.

Audience: ECSE teachers

Cost: $25.00

To obtain:

Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: (612) 624-4512
Fax: (612) 624-9344

■ ■ Let's Eat: Managing Mealtime

Developed by: Child Care plus+; Sarah Mulligan (1995)

Format: Booklet

Length: 12 pp.

Description: This booklet presents information on adaptive equipment and strategies for meeting special feeding needs of young children in early childhood programs. Discussion focuses on using natural teaching opportunities to facilitate communication, develop self-help skills, and encourage social interaction during a relaxed family-style mealtime.

Audience: ECSE teachers, child care providers, and child care resources and referral specialists

Cost: $3.00

To obtain:

Child Care plus+
Rural Institute on Disabilities
The University of Montana
52 North Corbin Hall
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Mariah's Story: Case Study of Transition

Developed by: Bridging Early Services Transition Project-Outreach (1996)

Format: Video

Length: 11 min.

Description: This video shows the steps in transitioning Mariah, a little girl with Down syndrome, from early intervention to a community preschool. It is supported with extensive print and training exercises.

Audience: ECSE teachers, day care providers, families, policymakers, administrators, trainers, and other community service providers

Cost: $30.00 plus $1.77 tax

To obtain:

Bridging Early Services Transition Project
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754
Fax: (316) 241-5153

■ ■ Mini-Workshop Modules for Training Early Childhood Staff

Developed by: Project Coach Outreach (1992; revised edition May 1998)

Format: Print

Length: Varied (see description)

Description: These 1- to 2-hour workshop modules address such content areas as Supporting Positive Behavior, Promoting Language, Introduction to Assessments, Understanding Seizure Disorders, Overview of Spina Bifida, and understanding Cerebral Palsy. Manuals average seven pages in length, not including handouts and overheads.

Audience: Child care providers, early childhood educators, and trainers

Cost: $5.00 each; quantity discounts available

To obtain:

Attention: Becky McPhail
Project Coach Outreach
Institute for Disability Studies
Box 5163
Hattiesburg, MS 39406-5163
Phone: (601) 266-5163 or 800-467-4488
Fax: (601) 266-5114

■ ■ Module for Inservice Training — Inclusive Services (Module #6 — a component of Multicultural Team Training) (Final edition, June 1998)

Developed by: Multicultural Early Childhood Team Training (now in Outreach)

Format: Print

Length: 22 pp. (one module in a 12-module series)

Description: This module focuses providing services to young children with disabilities in settings with young children who do not have disabilities. These settings include homes, integrated preschools, and other community settings. Participants will explore parent-professional collaborative approaches for planning and will address dimensions of culture that may affect planning for services in natural or least restrictive environments.

Audience: ECSE teachers, families, administrators, trainers, community service providers

Cost: To be determined

To obtain:

Kyppee White Evans, Project Coordinator
Center for Human Disabilities
George Mason University
4400 University Drive
Fairfax, VA 22030-4444
Phone: (703) 993-3670
Fax: (703) 993-3681

■ ■ Navigating New Pathways: Effective Meetings

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1995)

Format: Video

Length: 19 min.

Description: This video presents a model for planning and conducting effective, productive meetings. Examples and a group model are presented to demonstrate the techniques promoted in the video.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $55.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Navigating New Pathways: Effective Meetings Workbook

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson, Cari McMurray, and Jeffrey Moyer (1995)

Format: Print

Length: 62 pp.

Description: This workbook is designed to accompany the *Effective Meetings* video (above). It is designed to help readers modify their meetings into a more efficient and user-friendly format so that all members feel productive and a part of the team. The workbook's contents and exercises can be used by both individuals and groups.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $30.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Navigating New Pathways: Flow Diagramming

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1996)

Format: Video

Length: 15 min.

Description: This video is a sequel to the *Navigating New Pathways: Obstacles to Collaboration* video (see page 20). It demonstrates flow diagramming — a powerful tool for visually representing organizational processes — as a visual method for identifying problem areas in service delivery and for increasing collaboration.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $55.00

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Navigating New Pathways: Flow Diagramming Workbook

Developed by: Inclusion Through Transdisciplinary Teaming; Philip Olson and Jeffrey Moyer (1996)

Format: Print

Length: 25 pp.

Description: This workbook is designed to accompany the *Flow Diagramming* video above. It teaches teams about the flow diagramming process in more detail and provides teams with an opportunity to practice flow diagramming techniques.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers.

Cost: $30.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Navigating New Pathways: Obstacles to Collaboration

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1996)

Format: Video

Length: 15 min.

Description: This video illustrates the obstacles two agencies face as they collaborate to provide services for children. It helps groups identify concerns.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $55.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ On Track: A Comprehensive System for Early Childhood Intervention

Developed by: Montana Early Intervention Outreach Project; Shelley Neilson, Jean Guidry, Elizabeth Keeley, Rhonda Alt Honzel, and Rick van den Pol (1994)

Format: Print

Length: 426 pp., 3-ring binder

Description: This curriculum and assessment system is designed to identify and teach the skills young children need to succeed in inclusive kindergartens, and to encourage family involvement. The system provides assessment of skills and corresponding teaching records in six developmental domains. All components are adaptable to individual child needs, teaching styles, and settings. The program offers an easy-to-monitor accountability system for program planning and evaluation.

Audience: ECSE teachers, child care providers, policymakers, administrators, specialized service providers, and families

Cost: $47.50 plus 10% shipping and handling

To obtain:

Sopris West
4093 Speciality Place
Longmont, CO 80504
Phone: (800) 547-6747
Fax: (303) 776-5934
E-mail: annem@sopriswest.com
URL: http://www.sopriswest.com/

■ ■ Overcoming Roadblocks to Team Development

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1994)

Format: Video

Length: 13 min.

Description: This video is a sequel to the video, *Stages of Group Development* (see page 25). It helps groups recognize roadblocks to team development and reviews strategies for overcoming these roadblocks. This video will assist all types of teams in learning solutions to common teaming problems.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $55.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Planning for Successful Inclusion

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson, Philips Olson, Cari McMurray, Steve Jenkins, and Marty Denham (1995)

Format: Print

Length: 230 pp.

Description: This instrument helps programs produce change, facilitates the self-evaluation process, and focuses on strategic planning and continuous improvement. Phase One helps programs find creative solutions for promoting inclusive services. Phase Two features a step-by-step guide to identifying objectives and recognizing gaps in the delivery of quality services. Phase Three is a reference directory of tools to assist in planning and evaluating goals.

Audience: ECSE teachers, day care providers, and administrators

Cost: $100.00 (shipping included in price)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Play Time/Social Time

Developed by: Samuel Odom and Scott McConnell (1997)

Format: Print

Length: 190 pp.

Description: A curriculum developed to teach children with and without disabilities social interaction skills and positive patterns of social behavior using children's natural inclinations to play. The manual includes methods for selecting target children, selecting peers, social skills lessons, structured play activities, procedures for prompting, and procedures for fading prompts.

Audience: ECSE teachers, day care providers, and administrators

Cost: $25.00 (MN add 6.5% sales tax)

To obtain:

Institute on Community Integration
University of Minnesota
109 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: (612) 624-4512
Fax: (612) 624-9344

■ ■ Portage Classroom Curriculum

Developed by: The Portage Project (1987)

Format: Print

Length: Varied (see description)

Description: This curriculum assists the teacher in individualizing the curriculum for all children within the classroom. This multi-level teaching system is designed for children from 2 to 6 years of age, including children with mild to moderate disabilities. The curriculum includes instructional units and family letters (438 pp.), a checklist (45 pp.), an administrative manual (79 pp.), and an individual profile (12 pp.). One kit serves up to 21 children.

Audience: ECSE teachers including Head Start

Cost: $66.00 plus 10% shipping and handling in U.S.

To obtain:

Portage Project Materials
CESA 5
PO Box 564
Portage, WI 53901
Phone: (608) 742-8811, ext. 264
Fax: (608) 742-2384

■ ■ Professional Development for All Personnel in Inclusive Schools

Developed by: Consortium on Inclusive Schooling Practices (CISP); Gail McGregor, Ann Halvorsen, Douglas Fisher, Ian Pumpian, Bob Bhaerman, and Christine Salisbury (November 1998)

Format: Print and On-line

Length: 11 pp.

Description: User friendly description of professional development as it relates to inclusion

Audience: policymakers and administrators

Cost: Free download or print copy

To obtain:

Consortium on Inclusive Schooling Practices Web site
http://www.pgh.auhs.edu/cfsp/brochure/abtcons.htm
Phone: (412) 359-1600
Fax: (412) 359-1601

■ ■ Project ECLIPSE: Strategies for Classroom-Based Communication Training

Developed by: Project ECLIPSE (1993)

Format: Print and Video

Length: Print, Approx. 60 pp.; Video 18 min.

Description: These training materials describe a set of strategies for classroom-based language training that facilitate the communicative independence of young children with disabilities. These materials have three components: building a social-communicative context, classroom ecology, and direct assistance strategies.

Audience: ECSE teachers, child care providers, trainers, specialized service providers, and families

Cost: Approximately $15.00 (Please contact project for order information.)

To obtain:

Ilene Schwartz or Bonnie McBride
Project ECLIPSE
Box 357925
University of Washington
Seattle, WA 98195
Phone: (206) 543-4011

■ ■ Project Relationship: Creating and Sustaining a Nurturing Community

Developed by: Delivering Special Education Services in Children's Centers, Los Angeles Unified School District, Division of Special Education, Infant and Preschool Programs

Format: Print and Video

Length: Print, 60 pp.; Video 40 min.

Description: Set in publicly funded child care centers, the manual and video illustrate a framework for relationship-based problem solving which can be used to: (a) improve communication among staff; (b) enhance classroom success for young children with diverse special needs and challenging behavior; and (c) enrich program practices for children, families, and staff.

Audience: ECSE teachers, day care providers, administrators, and trainers

Cost: To be determined

To obtain:

Carol Cole
Infant and Preschool Programs
Division of Special Education
Los Angeles Unified School District
936 Yale Street
Los Angeles, CA 90012
Phone: (213) 229-4713
Fax: (213) 628-9759

■ ■ Project SLIDE: An Instructional Model

Developed by: Juniper Gardens Children's Project, University of Kansas ,

Format: Video

Length: 15 min.

Description: This video focuses on the transition and integration of young children with and without disabilities into kindergarten and first grade classrooms. It provides an overview of examples and strategies for teaching independence, classroom transitions, and active responding in group situations.

Audience: ECSE teachers, early elementary classroom teachers, child care providers, administrators, trainers, and other school personnel

Cost: $10.00

To obtain:

Juniper Gardens Children's Project
650 Minnesota, 2nd floor
Kansas City, KS 66101
Phone: (913) 321-3143
Fax: (913) 371-8522
E-mail: carta@kuhub.cc.ukans.edu
URL: http://www.Isi.ukans.edu/jg/slide.htm

■ ■ Project SLIDE: Skills for Learning Independence in Developmentally Appropriate Environments (3rd Edition)

Developed by: Juniper Gardens Children's Project, University of Kansas

Format: Print

Length: 124 pp.

Description: This manual provides instructions for implementing assessment, classroom intervention, and parent involvement strategies to transition young children with and without special learning needs into preschool, kindergarten, and first grade (teaching independence, classroom transitions, active responding in group situations, and self-assessment).

Audience: ECSE teachers, early elementary classroom teachers, child care providers, administrators, trainers, and other school personnel

Cost: $14.00

To obtain:

Juniper Gardens Children's Project
650 Minnesota, 2nd floor
Kansas City, KS 66101
Phone: (913) 321-3143
Fax: (913) 371-8522
E-mail: carta@kuhub.cc.ukans.edu
URL: http://www.isi.ukans.edu/jg/slide.htm

■ ■ Project SLIDE: Teaching Classroom Transition Skills

Developed by: Juniper Gardens Children's Project, University of Kansas (1997)

Format: Video

Length: 10 min.

Description: This video, which is a part of the Project SLIDE program, describes intervention strategies that help teachers develop classroom transition routines. These strategies can help children to be more independent and decrease the time it takes to transition.

Audience: ECSE teachers, day care providers, administrators, trainers, early elementary classroom teachers, and other school personnel.

Cost: $10.00 includes shipping

To obtain:

Juniper Gardens Children's Project
650 Minnesota, 2nd floor
Kansas City, KS 66101
Phone: (913) 321-3143
Fax: (913) 371-8522
E-mail: carta@kuhub.cc.ukans.edu
URL: http://www.Isi.ukans.edu/jg/slide.htm

■ ■ Quality Inclusion Training Counts: Interagency Theory and Practice Strategies for Effective Inclusion Training

Developed by: Child Care plus+ (1999)

Format: Print

Length: 30 pp.

Description: This document supports early childhood trainers in their efforts to develop knowledge, positive attitudes, and skills related to inclusion. Lifelong learning strategies and adult learning theory are examined as critical pieces.

Audience: Policy makers, administrators, trainers, and child care resource and referral agencies.

Cost: $10.00

To obtain:

Child Care plus+
Montana University Affiliated Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ QuickNotes

Developed by: Partnerships for Inclusion (1998)

Format: Print

Length: 10 notebooks

Description: QuickNotes is a 10-module set of bilingual information sheets in a portable crate. It was developed in response to two general needs of early childhood and early intervention consultants: (1) to be able to answer simple questions about early childhood inclusion and (2) to provide quick, written resources on topics related to quality child care.

Modules are organized by topic in 1/2" 3-ring notebooks. Each notebook has a color coded cover and spine and includes a table of contents for that module, subtopics broken out with brief information sheets in both English and Spanish, and a resource list of print materials, state organizations, and related Web sites.

Audience: ECSE teachers, day care providers, families, trainers, and consultants.

Cost: Set of volumes I-IX $175.95. Call for single volume prices.

To obtain:

Kaplan Press (Jana Brown Smith)
1310 Lewisville-Clemmons Road
Lewisville, NC 27023
Phone: (800) 334-2014, ext. 6294
E-mail: jsmith@kaplanco.com

■ ■ Quilting Integration: A Technical Assistance Guide on Integrated Early Childhood Programs

Developed by: Early Integration Training Project; Leah Holden, Maria Kaiser, Dennis Sykes, and Rhonda Tyree (1993)

Format: Print

Length: 132 pp.

Description: This technical assistance guide was developed following work with parents and child care professionals throughout the state of Ohio. It contains ideas and strategies for providing inclusive, family-centered programs for children with disabilities, ages birth through 8 years.

Audience: ECSE teachers, child care providers, administrators, trainers, specialized service providers, and families

Cost: $13.20. Quantity discounts are available. Make checks payable to NCHRTM.

To obtain:

NCHRTM, Oklahoma State University
5202 North Richmond Hill Drive, Suite A
Stillwater, OK 74078-4080
Phone: (800) 223-5219
Fax: (405) 624-0695
URL: http://www.nchrtm.okstate.edu/

■ ■ Reflective Practices: Creating Capacities for School Improvement

Developed by: Creating Capacities Within; J. Montie, J. York-Barr, and R. Kronberg (1998)

Format: Print

Length: 110 pp.

Description: This guide provides information and support for K-12 educators who desire to create school communities in which reflective practice is used to support teaching that effectively reaches all students. The guide includes an overview of reflective practice initiatives; a synthesis of educationally-related literature on reflective practice; profiles of school communities engaged in reflective practice; and strategies for using reflective practice in educational settings.

Audience: ECSE teachers and administrators

Cost: $15.00

To obtain:

Publications Office
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: (612) 624-4512
Fax: (612) 624-9344

■ ■ Resource Guide: Selected Early Childhood/Early Intervention Training Materials

Developed by: SIFT, SIFT-OUT, SCRIPT, Newscripts; Camille Catlett and Pam Winton (7th ed., 1998)

Format: Print and on-line as a PDF file

Length: 1500 pp., PDF file size is 845K

Description: This annotated bibliography will help faculty, administrators, practitioners and families find materials to assist with their personnel development. Descriptions are provided for high-quality, low-cost, readily available items. Resources are organized by content areas including inclusion, family-professional collaboration, and others.

Audience: ECSE teachers, day care providers, families, policy makers, administrators, trainers, specialized service and health care providers, and others.

Cost: $10.00 (includes postage and handling)

To obtain:

Frank Porter Graham Child
Development Center, Publications Office
University of North Carolina, CB # 8185
Chapel Hill, NC 27599-8185
Phone: (919) 966-4221
Fax: (919) 966-0862
URL: http://www.fpg.unc.edu/Publications/Rguide/rguide.pdf

■ ■ Rethinking Pull-Out Services in Early Intervention: A Professional Resource

Developed by: R. A. McWilliam (Editor) (1996)

Format: Print

Length: 384 pp.

Description: This cross-disciplinary volume provides help relevant to a wide range of disciplines. Written by professionals from the fields of speech-language pathology, physical therapy, occupational therapy, and other chapters help make integrated services work in particular practices and settings. It provides help with time management issues, consultation questions, and others.

Audience: ECSE teachers, families, policymakers, administrators, trainers, and specialized service providers

Cost: $43.00

To obtain:

Paul H. Brooks Company
PO Box 10642
Baltimore, MD 21285-0642
Phone: (800) 638-3775
Fax: (410) 337-8539

■ ■ Shining Bright: Head Start Inclusion

Developed by: David Lindeman and T. Adams (1995)

Format: Video and Training Manual

Length: 23 min.

Description: This video presents the experiences of a Head Start program's and local education agency's collaborative effort to include children with severe disabilities in a Head Start program. Issues addressed include support for children with severe health impairments, benefits of participating in Head Start, ability of teachers with a regular education background to effectively serve children with severe disabilities, and staff relations.

Audience: ECSE teachers, families, administrators, trainers, community service providers, Head Start programs, and state agencies

Cost: $40.00

To obtain:

Paul H. Brookes Publishing Company
PO Box 10624
Baltimore, MD 21285-0624
Phone: (800) 638-3775 or (410) 337-8539
E-mail: custserv@pbrookes.com

■ ■ SPARK: Promoting Skills Through Arts, Reading, and Knowledge

Developed by: SPARK Outreach Project; Susan Fowler and Beverly Lewman

Format: Print

Length: 25 units

Description: This creative arts curriculum for preschool children is one component of the SPARK Model and is literacy based and culturally sensitive. It consists of 25 weekly units based on children's stories drawn from many cultures. Teachers promote children's individual and general goals through story reading and creative arts activities.

Audience: ECSE teachers, day care providers, administrators, and trainers

Cost: One sample unit available at $4.00 (25 pp.)

To obtain:

Beverly Lewman
88 Children's Research Center
51 Gerty Drive
Champaign, IL 61820
Phone: (217) 333-0689
Fax: (217) 244-7732
E-mail: b.lewman@uiuc.edu
URL: http://www.ed.uiuc.edu/sped/spark/

■ ■ Special Training for Special Needs: A Competency-Based Training Program for Personnel Working With Young Children Who Have Special Needs

Developed by: The Portage Project (1996)

Format: Print

Length: 801 pp.

Description: This is a set of six competency-based training modules designed to provide child care providers with the necessary knowledge, skills, and attitudes to successfully provide services to preschool children with special needs.

Audience: Head Start, prekindergarten, and preschool teachers

Cost: $60.00 plus 10% shipping and handling in U.S.

To obtain:

Portage Project Materials
CESA 5
PO Box 564
Portage, WI 53901
Phone: (608) 742-8811, ext. 264

■ ■ SpecialCare Curriculum and Trainer's Manual: A Resource for Training Child Caregivers

Developed by: SpecialCare Outreach Project (1993)

Format: Print and Video

Length: 310 pp.; Videos vary (3 to 27 min.)

Description: This 6-unit trainer's curriculum is a resource for training child caregivers to care for children with disabilities in inclusive settings. The curriculum includes trainer's notes, videotapes, suggested trainer's aids such as flip charts and overheads, handouts for participants, and a list of additional resources.

Audience: Trainers

Cost: $225.00 actual first class mail shipping costs apply (please estimate $10.00)

To obtain:

Child Development Resources
PO Box 280
Norge, VA 23127-0280
Phone: (757) 566-3300
Fax: (757) 566-8977
E-mail: resources@gc.net

■ ■ Stages of Group Development

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson (1994)

Format: Video

Length: 32 min.

Description: This video helps groups recognize the stages of development — forming, norming, storming, and performing — and it demonstrates effective teaming at each stage. It is an excellent training tool at the introductory stages of developing teams and is appropriate for all ages and settings.

Audience: ECSE teachers, day care providers, families, administrators, specialized service providers, health care providers, and other community service providers

Cost: $55.00 (shipping included)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ Step Ahead at Age 3: A Guide for Families

Developed by: Bridging Early Services Transition Taskforce, Coordinating Council on Early Childhood Developmental Services in Kansas; P. Smith, S. Rosenkoetter, and C. Streufert (Eds.) (1995)

Format: Print (English and Spanish)

Length: 16 pp.

Description: This booklet provides information, strategies, and motivational stories to support families of toddlers with disabilities who will transition from early intervention. It encourages consideration of community-based options. [*Note:* A variation of this guide, compiled by the Wisconsin BEST Planning Committee in 1995, is available free in Wisconsin from the Wisconsin Birth to Three Program, (608) 266-8276.]

Audience: Families and service providers

Cost: $3.50 plus $.21 tax; free to Kansas residents

To obtain:

Bridging Early Services Transition Project
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754, ext. 111
Fax: (316) 241-5153

■ ■ The Steps to Creating a Better IFSP

Developed by: The Community Inclusion Project (1996)

Format: Print

Length: 202 pp.

Description: This resource describes a step-by-step process to develop an IFSP. The steps include ecological assessments, routine-based outcomes, use of adaptations, and ongoing evaluation. An example of a child and family is used to illustrate the process, as are learning activities that are embedded within each chapter.

Audience: ECSE teachers, day care providers, families, policy makers, administrators, trainers, and other community service provides.

Cost: $25.00

To obtain:

Division of Child and Family Studies
University of Connecticut Health Center
263 Farmington Avenue
Dowling North-MC 6222
Farmington, CT 06030
Phone: (860) 679- 4632
Fax: (860) 679-1368

■ ■ Supporting A Comprehensive Technology System: Roles of an On-Site Technology Team

Developed by: Macomb Projects (1998)

Format: Video

Length: 30 minutes

Description: This video highlights the importance of the variety of tasks accomplished by an on-site technology team, including conducting technology assessment, training teachers and families, troubleshooting technical problems, and helping teachers integrate technology activities into the curriculum. Teachers, parents, and team members discuss the benefits of a comprehensive technology system.

Audience: Administrators

Cost: $55.00 (includes shipping)

To obtain:

Macomb Projects
27 Horrabin Hall
Western Illinois University
Macomb, IL 61455
Phone: (309) 298-1634
Fax: (309) 298-2305

■ ■ Supporting Children With Disabilities in Early Childhood Programs (print)

Developed by: TRIP Outreach (1996)

Format: Print

Length: 113 pp. plus appendices

Description: Presents proven practices in ECSE with particular emphasis on inclusive service models. The authors describe the Teaching Research Integrated Preschool Model. The nine chapters include an overview of integrated preschool models, assessment and IFSP planning, activity-based instruction, monitoring the child's progress, individualizing instruction, enhancing social interactions, training, parent involvement, and the role of related service providers.

Audience: ECSE teachers, child care providers, administrators, trainers, and families

Cost: $20.00

To obtain:

Teaching Research Early Childhood
Productions; Attn: Tom Udell
345 North Monmouth Avenue
Monmouth, OR 97361
Phone: (503) 838-8792

■ ■ Supporting Children With Disabilities in Early Childhood Programs (video)

Developed by: TRIP Outreach (1996)

Format: Video

Length: 18 min.

Description: This video features a community preschool that includes children with disabilities. Viewers will see the day-to-day interactions that occur among the children and will gain insights from interviews with staff and parents. This video is useful to share with administrators, parents, teachers, and other professionals working in early childhood and early intervention programs to increase awareness and understanding of the benefits of inclusion.

Audience: ECSE teachers, child care providers, policymakers, administrators, trainers, specialized service providers, and families

Cost: $25.00

To obtain:

Teaching Research Early Childhood Video
Productions; Attn: Tom Udell
345 North Monmouth Avenue
Monmouth, OR 97361
Phone: (503) 838-8792

■ ■ A Teacher's Guide to Implementing the Self-Determined Learning Model of Instruction: Early Elementary Version.

Developed by: The Self-Determined Learning Model for Early Elementary-Age Students; Susan Palmer and Michael Wehmeyer (in press, July 1999)

Format: Print

Length: 80 pp.

Description: This guide explains a model of teaching which promotes student-directed learning and self-determination. Students use guided questions for goal-setting and problem-solving with the help of their teachers. Educational supports for the model include choice- and decision-making, problem-solving, goal setting, and self-management.

Audience: Teachers in early elementary grades

Cost: $15.00/copy includes shipping

To obtain:

The Bill Sackter Center
on Self-Determination
The Arc of the United States
500 East Border Street, Suite 300
Arlington, TX 76010
Phone: (817) 261-6003
Fax: (817) 277-3491

■ ■ Teaming: The Key to Collaboration Workbook

Developed by: Inclusion Through Transdisciplinary Teaming; Jennifer Olson and Cari Lee Murphy (1994)

Format: Print

Length: 83 pp.

Description: This workbook is designed to accompany the videos *Stages of Group Development* (see page 25) and *Overcoming Roadblocks to Team Development* (see page 21). It provides exercises for team-building skills, instructs teams in interpersonal skills, and communication.

Audience: ECSE teachers, day care providers, administrators, specialized service providers, and health care providers

Cost: $30.00 (includes shipping)

To obtain:

Jennifer Olson
University of Idaho, CDHD
129 West Third
Moscow, ID 83843
Phone: (208) 885-3588
Fax: (208) 885-3628
E-mail: jenn@vidaho.edu

■ ■ TEEM: A Manual to Support the Transition of Young Children With Special Needs and Their Families From Preschool Into Kindergarten and Other Regular Education Environments

Developed by: National TEEM Outreach (1991)

Format: Print

Length: 36 pp. plus appendices

Description: This manual describes a process that enables families and professionals to develop procedures for systematic transition planning and to implement best practices in planning transitions.

Audience: Families, ECSE/EC teachers, Head Start and child care providers, policymakers, administrators, trainers, specialized service providers, health care providers, other community service providers, and public school personnel

Cost: $15.00; free to family members

To obtain:

Center on Disability and Community Inclusion
University Affiliated Program of Vermont
499C Waterman Building
Burlington, VT 05405-1060
Phone: (802) 656-4031
Fax: (802) 656-1357
E-mail: cbattles@zoo.uvm.edu
URL: http://www.uvm.edu/ ~uapvt/earlyed/teem.html

■ ■ TIME (Training in a Manila Envelope): A Guide to Developing a Self-Study Course

Developed by: Child Care plus+ (1998)

Format: Print

Length: 31 pp.

Description: A step-by-step guide to developing a learner-centered self-study course for early childhood professionals on inclusion. Presents the methods developed during the 30-week inservice training course. It is intended as a guide for replication.

Audience: Administrators, trainers, and child care resource and referral agencies

Cost: $10.00

To obtain:

Child Care plus+
Montana University Affiliated
Rural Institute on Disabilities
52 North Corbin Hall
The University of Montana
Missoula, MT 59812
Phone: (800) 235-4122 or (406) 243-6355
Fax: (406) 243-4730

■ ■ Training for Inclusion: A Guide for the Childcare Provider

Developed by: Child Care Inservice Training Project (1994)

Format: Print

Length: 283 pp.

Description: Topics in this 7-module workbook are inclusion and the ADA, building partnerships with families, identifying young children with special needs, IFSPs and IEPs, collaboration, implementing interventions through the daily routine, and the inclusive early childhood program

Audience: ECSE teachers, day care providers, trainers, health care providers, and other community service providers

Cost: $25.00

To obtain:

Division of Child and Family Studies
University of Connecticut Health Center
Dowling North-MC 6222
263 Farmington Avenue
Farmington, CT 06030
Phone: (860) 679- 4632
Fax: (860) 679-1368

■ ■ Transition: A Time for Growth

Developed by: Bridging Early Services Transition Project-Outreach (1996)

Format: Video (English and Spanish)

Length: 12 min.

Description: This is a sensitive video to inform families of children with disabilities and inspire them to participate actively in their young child's transition at age 3. It is told through the words of three families.

Audience: Families.

Cost: $30.00 plus $1.77 tax

To obtain:

Bridging Early Services Transition Project
210 South Main Street
McPherson, KS 67460
Phone: (316) 241-7754, ext. 111
Fax: (316) 241-5153

■ ■ Weaving Tapestries of Inclusion: Seven Threads to Strengthen School Membership

Developed by: T. Vandercook (1999)

Format: Print

Length: 20 pp.

Description: This booklet describes lessons learned through multi-year research project that partnered university, school district, and state education personnel, as well as families, to find ways to weave tapestry in context of general education reform efforts. It explores seven threads of inclusion: Contribution, Commitment, Complexity, Circle of Influence, Communication, Courage-Consideration, and Collaboration. The booklet provides a framework and direction for educators seeking to create inclusive school communities in which all students experience belonging.

Audience: ECSE teachers and administrators

Cost: not available yet

To obtain:

Publications Office
Institute on Community Integration
109 Pattee Hall
150 Pillsbury Drive SE
Minneapolis, MN 55455
Phone: (612) 624-4512
Fax: (612) 624-9344

■ ■ What Is Inclusion in Child Care?

Developed by: Child Care plus+ (1996)

Format: Print

Length: 2 pp.

Description: This fact sheet provides answers to common, basic questions related to the inclusion of children with disabilities in early childhood programs.

Audience: ECSE teachers, child care providers, child care resource and referral specialists, and families

Cost: first copy free, $ .25 each additional copy

To obtain:

Child Care plus+
Rural Institute on Disabilities
52 Corbin Hall
The University of Montana
Missoula, MT 6355 or (800) 235-4122
Phone: (406) 243-5467
Fax: (406) 243-4730

■ ■ Young Children and Technology

Developed by: Brenda Carlson and Karen Samels (1997)

Format: Video

Length: 14 minutes, closed-captioned

Description: This video for parents, early childhood professionals, and others, shows how assistive technology can benefit young children with disabilities. Various devices are demonstrated at homes and in preschool settings. The video also explains how to select technology for special needs and include assistive technology in the Individual Education Plan (IEP) or the Individual Family Service Plan (IFSP).

Audience: ECSE teachers, families, trainers, and specialized service providers

Cost: Purchase $35.00 and Rent $10.00

To obtain:

PACER Center
4826 Chicago Avenue South
Minneapolis, MN 55417-1098
Phone: (612) 827-2966
TTY: (612) 827-7770
(800)53PACER (toll-free in greater MN)
Fax: (612) 827-3065

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